

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
Stanley County School District  
Focused Review - Monitoring Report 2010-2011**

**Team Leader:** Chris Sargent

**Dates of On Site Visit:** March 30, 2011

**Date of Report:** May 12, 2011

3 month update due: Date Received:

6 month update due: Date Received:

9 month update due: Date Received:

**Closed: May 3, 2011**

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**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
  - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
  - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

**Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order

## **1. GENERAL SUPERVISION**

### **Original Finding:**

Complaint Investigation Report: November 25, 2009

Issue #5: Did not develop behavior plan.

Corrective Action: The Stanley County School District will reconvene the IEP Team for STUDENT.1 to develop the Behavior Intervention Plan outlined in notes.

**Prong 1: Individual cases were corrected by the district and case closed by SEP on July 27, 2010.**

### **Prong 2: Follow-Up: March 30, 2011**

A total of 11 student files were reviewed three of which were students with behaviors that the IEP team determined were in need of behavior improvement plans (BIP). Behavior evaluations were conducted and skill based assessment was available in the present levels of academic achievement and functional performance (PLAAFP). The IEP stated that the behaviors did impede learning with accompanying strategies or reference to the students BIP. Currently all three students have behaviors goals incorporated into their individual education plans (IEP).

**FINDINGS: NONE**

## **2. GENERAL SUPERVISION**

### **Original Finding:**

Complaint Investigation Report: November 25, 2009

Issue #6: Failed to consider the diagnosed disability and use modifications from the IEP when determining supplemental Friday services.

Corrective Action: The Stanley County School District will reconvene the IEP Team to develop a plan for providing supplemental services for STUDENT.1 and STUDENT.2. An additional plan also needs to be developed for compensatory services. The plans must include the amount of time per week and when those supplementary services and compensatory services will be provided. South Dakota Parent Connection is a resource parents can contact if they would like to request for a Navigator to assist them with meetings. Consistent methods of communicating between the parents and the school district need to be developed. The parents need to recognize and support the district's professional staff and the role they continue to play within the education of STUDENT 1. and STUDENT 2.

**Prong 1: Individual cases were corrected by the district and case closed by SEP on July 27, 2010.**

### **Prong 2: Follow-Up: March 30, 2011**

A total of 11 student files were reviewed, nine of which were considered for extended school year services (ESY). Nine of nine files identified the specific areas ESY services would be necessary, the amount of service for each area, the location of service and the beginning and ending dates of the service. The ESY services documented were student specific and covered a broad spectrum of beginning and ending dates, and frequency of service. Also included in the student record was interval documentation used to support the regression and the recoupment of skills specific to the student's annual goals.

**FINDINGS: NONE**